



Grade 5 Idaho Content Standards

IDAHO CONTENT STANDARDS
GRADE 5
HEALTH

Standard 1: Healthy Lifestyles

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 1.1: Acquire the essential skills to lead a healthy life.	5.H.1.1.1 Explain the importance of an active lifestyle leading to life-long health. (814.01.a)	5.H.1.1.2 Describe characteristics and causes of diseases and disorders. (814.01.b)	5.H.1.1.3 Describe basic first aid and safety rules. (814.01.c)	5.H.1.1.4 Identify emotions that accompany physical growth and development. (814.01.d)	5.H.1.1.5 Identify the effects of substances and their use and abuse. (814.01.e)	5.H.1.1.6 Identify the strategies for developing healthy eating habits. (814.01.f)	5.H.1.1.7 Recognize factors that affect growth and development. (814.01.g)	5.H.1.1.8 Identify environmental health issues and their relationship to a healthy lifestyle. (814.01.h)			

Standard 2: Risk Taking Behavior

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	5.H.2.1.1 Evaluate healthy living habits that can reduce the risk of illness and injury. (815.01.a)	5.H.2.1.2 Describe behaviors/consequences of drug use. (815.01.b)	5.H.2.1.3 Identify strategies for resisting substance abuse. (815.01.c)	5.H.2.1.4 Explain the impact of risky behaviors on personal and family health. (815.01.d)							

Standard 3: Communication Skills for Healthy Relationships

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 3.1: Demonstrate the ability to use communication skills to enhance health.	5.H.3.1.1 Explain the causes and effects of conflict in schools and families. (816.01.a)	5.H.3.1.2 Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse. (816.01.b)	5.H.3.1.3 Describe how interpersonal communication skills can be used to build interactions between family, friends, and community. (816.01.c)								

Standard 4: Consumer Health

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.	5.H.4.1.1 Explain the validity of health information, products, and services. (817.01.a)	5.H.4.1.2 List ways the media influences one’s thinking in relation to mental and emotional health, nutrition, and substance abuse. (817.01.b)	5.H.4.1.3 Describe community factors that promote wellness, safety, and disease prevention. (817.01.c)								

IDAHO CONTENT STANDARDS
GRADE 5
HEALTH

Standard 5: Mental and Emotional Wellness

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.	5.H.5.1.1 Identify skills that positively control and express personal emotions and feelings. (818.01.a)	5.H.5.1.2 Identify and practice effective strategies for stress management. (818.01.b)	5.H.5.1.3 Describe how recreational and leisure time activities promote physical fitness and relieve mental and emotional tensions. (818.01.c)	5.H.5.1.4 Define emotional safety. (818.01.d)	5.H.5.1.5 Identify behaviors that influence the use of alcohol, tobacco, and other drugs. (818.01.e)						

IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: DANCE

Standard 1: Historical and Cultural Contexts

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.	4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., social, cultural, professional). (902.01.d1)	4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society. (902.01.d2)	4-5.D.1.1.3 Identify ways in which dance has been transmitted from one generation to another.			
Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.	4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a movement phrase based on a poem, a piece of music, or from a costume). (902.02.d1)					

Standard 2: Critical Thinking

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 2.1: Conduct analyses in dance.	4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning. (904.01.d1)	4-5.D.2.1.2 Speculate and experiment with how different artistic choices can change the meaning of a dance. (904.01.d2)				
Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.	4-5.D.2.2.1 Discuss how dance reveals themes and ideas. (904.02.d1)	4-5.D.2.2.2 Identify ways in which other disciplines relate to movement and dance (e.g., repetition in painting and music). (904.02.d2)	4-5.D.2.2.3 Discuss the process and effort involved in developing an idea into a dance work.	4-5.D.2.2.4 Observe a dance performance and explain how the dance conveyed feelings or ideas.		

Standard 3: Performance

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 3.1: Identify and practice concepts essential to dance.	4-5.D.3.1.1 Identify and practice weight shifts, lateral movement, elevation, and jumps. (906.01.d1)	4-5.D.3.1.2 Memorize set patterns of movement. (906.01.d2)	4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies. (906.01.d4)			
Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.	4-5.D.3.2.1 Perform dances from at least two different genres (jazz, ballet, modern, tap).	4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement. (906.02.d2)				
Goal 3.3: Communicate in dance through creative expression.	4-5.D.3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways and in space at various speeds.	4-5.D.3.3.2 Create a variety of solutions to a movement problem (e.g., move to the floor from standing without using your hands, move like a caterpillar) with a partner or a group. (906.03.d4)				

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: MUSIC

Standard 1: Historical and Cultural Contexts

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 1.1: Discuss the historical and cultural contexts of music.	4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.	4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods. (902.01.a2)	4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history. (902.01.a3)	4-5.Mu.1.1.4 Recognize the uses of music in everyday life.		
Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.	4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines. (902.02.a2)	4-5.Mu.1.2.2 Describe ways that music is related to other subject areas.				

Standard 2: Critical Thinking

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 2.1: Conduct analyses in music.	4-5.Mu.2.1.1 Describe music as a form of communication. (904.01.a2)	4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre). (904.01.a1)	4-5.Mu.2.1.3 Identify the sounds of various instruments and voices.	4-5.Mu.2.1.4 Use music vocabulary to discuss specific compositions of various styles and cultures. (904.01.a3)		
Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.	4-5.Mu.2.2.1 Discuss the importance of music in our society. (904.02.a1)	4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary. (904.03.a1)	4-5.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior. (904.03.a4)	4-5.Mu.2.2.4 Identify and discuss copyright issues in music. (904.03.a2)		

Standard 3: Performance

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 3.1: Utilize concepts essential to music.	4-5.Mu.3.1.1 Improvise simple melodic phrases. (940.01.a1)	4-5.Mu.3.1.2 Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.	4-5.Mu.3.1.3 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. (906.01.a2)	4-5.Mu.3.1.4 Identify specific instruments in a recording or live performance. (906.01.a4)		
Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.	4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons. (906.02.a1)	4-5.Mu.3.2.2 Perform independent instrumental parts while other students sing or play contrasting parts. (906.02.a3)	4-5.Mu.3.2.3 Sing accurately with appropriate dynamics, breath control, phrasing, and interpretation.			
Goal 3.3: Communicate through music with creative expression.	4-5.Mu.3.3.1 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation). (906.03.a3)	4-5.Mu.3.3.2 Sing expressively, either alone or in a musical group.	4-5.Mu.3.3.3 Play rhythmic, melodic and harmonic classroom instruments expressively.			

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: THEATRE

Standard 1: Historical and Cultural Contexts

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 1.1: Explain the historical and cultural contexts of theatre.	4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation. (902.01.c1)	4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment. (902.01.c2)	4-5.T.1.1.3 Improvise dialogue involving historical figures. (902.01.c3)	4-5.T.1.1.4 Discuss the value of theatre as a means of reflecting history and culture.		
Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.	4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance. (902.02.c1)					

Standard 2: Critical Thinking

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 2.1: Conduct analyses in theatre.	4-5.T.2.1.1 Develop and use theatre vocabulary. (904.01.c1)	4-5.T.2.1.2 Use selected criteria to critique a dramatic performance.	4-5.T.2.1.3 Compare and contrast film, television, and theatre as different genres.	4-5.T.2.1.4 Discuss theatre as effective or ineffective ways to communicate meaning.	4-5.T.2.1.5 Justify reasons for personal preference concerning a dramatic performance.	
Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances.	4-5.T.2.2.1 Identify how theatre reveals universal themes. (904.02.c1)	4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning. (904.02.c2)	4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others. (904.03.c4)	4-5.T.2.2.4 Discuss how lighting, sets, and costumes can create meaning in a dramatic performance. (904.03.c2)	4-5.T.2.2.5 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.	

Standard 3: Performance

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 3.1: Identify concepts essential to theatre.	4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.	4-5.T.3.1.2 Create characters, environments, and situations for dramatization.	4-5.T.3.1.3 Vary movements, vocal pitch, tempo, and tone for different characters.			
Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.	4-5.T.3.2.1 Select materials to create scenery, properties, lighting, sound, costumes, and makeup. (906.02.c1)	4-5.T.3.2.2 Use theatrical elements to convey mood and environment. (906.02.c2)				
Goal 3.3: Communicate through theatre with creative expression.	4-5.T.3.3.1 Create characters and plots from a variety of sources.	4-5.T.3.3.2 Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance. (906.03.c3)	4-5.T.3.3.3 Create a short dramatic scene from narrative literature.	4-5.T.3.3.4 Improvise scenes collaboratively, based on relationships and social situations. (906.03.c1)	4-5.T.3.3.5 Show respect for personal work and works of others.	

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: VISUAL ARTS

Standard 1: Historical and Cultural Contexts

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 1.1: Discuss the historical and cultural contexts of the visual arts.	4-5.VA.1.1.1 Compare and contrast specific works of art from different time periods or cultures. (902.01.b1)	4-5.VA.1.1.2 Identify specific works as belonging to a particular era in art history. (902.01.b4)	4-5.VA.1.1.3 Explain how a specific work of art reflects events in history and/or culture. (902.01.b2)	4-5.VA.1.1.4 Compare and contrast works of art that represent different cultures that existed during the same period of history. (902.01.b3)			
Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.	4-5.VA.1.2.1 Classify the ways in which ideas and subject matter of arts disciplines are related. (902.02.b1)	4-5.VA.1.2.2 Describe how elements of various arts depict ideas and emotions. (902.02.b2)					

Standard 2: Critical Thinking

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 2.1: Conduct analyses in the visual arts.	4-5.VA.2.1.1 Identify and respond to differences between art materials, techniques, and processes. (904.01.b1)	4-5.VA.2.1.2 Construct meaning based on elements found in a work of art.	4-5.VA.2.1.3 Use appropriate arts vocabulary to discuss a variety of art works. (904.01.b2)	4-5.VA.2.1.4 Discuss how symbols, subject, and themes create meaning in art. (870.02.b2)	4-5.VA.2.1.5 Identify elements (line, shape, form, value, texture, color, space) in artworks and environments.		
Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.	4-5.VA.2.2.1 Observe and describe the presence of the visual arts in today’s society.	4-5.VA.2.2.2 Discuss how an artwork’s properties (e.g., elements, media, techniques) can elicit different responses.	4-5.VA.2.2.3 Identify personal preference as one of many criteria used to determine excellence in works of art.	4-5.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.	4-5.VA.2.2.5 Show respect for personal work and works of others. (906.03.b4)	4-5.VA.2.2.6 Write an artist’s statement (what the picture depicts and why and how the work was created).	

Standard 3: Performance

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 3.1: Demonstrate skills essential to the visual arts.	4-5.VA.3.1.1 Acquire skills necessary for using arts techniques, media, and processes. (906.01.b1)	4-5.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.	4-5.VA.3.1.3 Apply the elements of color, shape, line, value, form, texture and space in artwork.	4-5.VA.3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life.			
Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.	4-5.VA.3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas. (906.01.b1)	4-5.VA.3.2.2 Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning. (906.02.b1)	4-5.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator.				
Goal 3.3: Communicate through the visual arts with creative expression.	4-5.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.	4-5.VA.3.3.2 Create a work of art based on personal experience, and/or emotional response. (906.03.b2)	4-5.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.				

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO CONTENT STANDARDS
GRADE 5
LANGUAGE ARTS

Standard 1: Reading Process

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 1.1: Acquire Concepts About Print	No objectives at this grade level.										
Goal 1.2: Acquire Concepts About Text	5.LA.1.2.1 Identify the structural features of popular media.	5.LA.1.2.2 Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs. (716.01.i)	5.LA.1.2.3 Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding. (716.05.b; 716.05.c)								
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.										
Goal 1.4: Acquire Decoding Skills Using Word Parts	5.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words. (716.01.b)	5.LA.1.4.2 Read abbreviations appropriate to grade level.									
Goal 1.5: Acquire Decoding Skills Using Syllabication	5.LA.1.5.1 Apply spelling and syllabication rules that aide in decoding and word recognition.										
Goal 1.6: Acquire Decoding Skills Using Context	5.LA.1.6.1 Use context clues to aid in decoding of new words.										
Goal 1.7: Acquire Fluency	5.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).										
Goal 1.8: Vocabulary and Concept Development	5.LA.1.8.1 Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology). (716.01.d)	5.LA.1.8.2 Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. (716.01.d)	5.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 5 content area text.	5.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and, glossary to find or confirm word meanings. (716.05.a)							

IDAHO CONTENT STANDARDS
GRADE 5
LANGUAGE ARTS

Standard 2: Comprehension/Interpretation

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	5.LA.2.1.1 State author’s purpose for writing various texts.	5.LA.2.1.2 Apply cause and effect relationships to gain meaning from text. (716.03.c)	5.LA.2.1.3 Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion. (716.03.c)								
Goal 2.2: Acquire Skills to Comprehend Expository Text	5.LA.2.2.1 Interpret details from a variety of expository texts to support comprehension.	5.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts	5.LA.2.2.3 Apply central ideas and signal words to summarize information from expository text.	5.LA.2.2.4 Follow multi-step written directions.							
Goal 2.3: Acquire Skills for Comprehending Literary Text	5.LA.2.3.1 Identify various genres of fiction and kinds of poetry based on their characteristics. (716.02.a)	5.LA.2.3.2 Analyze how a character’s traits influence that character’s actions. (716.03.b)	5.LA.2.3.3 Describe the setting and tell how it supports the story. (716.03.b)	5.LA.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved. (716.03.b)	5.LA.2.3.5 Identify the speaker of a story and recognize the difference between first-person and third-person. (716.03.b)	5.LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends).	5.LA.2.3.7 Analyze metaphors and idioms to increase comprehension. (716.01.n)				

Standard 3: Writing Process

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 3.1: Acquire Prewriting Skills	5.LA.3.1.1 Generate ideas using prewriting strategies. (717.01.a)	5.LA.3.1.2 Generate a main idea appropriate to the type of writing.	5.LA.3.1.3 Select organizational strategies appropriate for writing. (717.01.a)	5.LA.3.1.4 Select an appropriate writing format for purpose and audience.	5.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. (717.01.a)						
Goal 3.2: Acquire Skills for Writing a Draft	5.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea. (717.01.a)	5.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.									
Goal 3.3: Acquire Skills for Revising a Draft	5.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. (717.02.c)	5.LA.3.3.2 Revise draft by adding details to enhance audience understanding. (717.02.c)	5.LA.3.3.3 Apply and add transition words to clarify sequence. (717.02.c)	5.LA.3.3.4 Rearrange words, sentences, and paragraphs as needed, to clarify meaning.	5.LA.3.3.5 Use literary models to refine writing style.	5.LA.3.3.6 Apply strategies to guide the revision process.					
Goal 3.4: Acquire Skills for Editing a Draft	5.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.										
Goal 3.5: Acquire Skills to Publish Writing	5.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. (717.01.c)	5.LA.3.5.2 Share writing with intended audience. (717.03.b)									

IDAHO CONTENT STANDARDS
GRADE 5
LANGUAGE ARTS

Standard 4: Writing Applications

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	5.LA.4.1.1 Write short narratives that include a plot, setting, and characters. (717.03.a)	5.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices. (717.02.b; 717.03.b)									
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	5.LA.4.2.1 Write simple technical text.	5.LA.4.2.2 Write a report using multiple sources that includes a main idea and facts and details about the topic.									
Goal 4.3: Acquire Persuasive Writing Skills	5.LA.4.3.1 Write a persuasive letter or composition that states and supports a position. (717.01.b)										
Goal 4.4: Acquire Skills for Literary Response	5.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.	5.LA.4.4.2 Write responses to literature that include comments about the plot.									

Standard 5: Writing Components

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 5.1: Acquire Handwriting Skills	5.LA.5.1.1 Write fluently and legibly in print or cursive. (717.01.b)										
Goal 5.2: Acquire Spelling Skills	5.LA.5.2.1 Spell correctly Grade 5 high-frequency words and content area words. (717.02.a)	5.LA.5.2.2 Spell correctly common multisyllabic words that include those with Greek and Latin derivatives. (717.02.a)	5.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.								
Goal 5.3: Acquire Skills for Sentence Structure	5.LA.5.3.1 Identify complex sentences with subject and verb agreement.	5.LA.5.3.2 Use correctly: <ul style="list-style-type: none">future verb tensesadjectivespersonal pronounsconjunctionsadverbs									
Goal 5.4: Acquire Skills for Using Conventions	5.LA.5.4.1 Apply capitalization correctly in writing. (717.02.a)	5.LA.5.4.2 Identify a colon to introduce a list, and in a greeting. Identify quotation marks to punctuate dialogue. (717.02.a)									

IDAHO CONTENT STANDARDS
GRADE 5
LANGUAGE ARTS

Standard 6: Communication

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10	Objective 11
Goal 6.1: Acquire Listening Skills	5.LA.6.1.1 Listen critically to interpret a speaker’s verbal messages. (718.01.c; 717.03.a)	5.LA.6.1.2 Listen to clarify and support spoken ideas with evidence and examples. (717.03.a)	5.LA.6.1.3 Listen to acquire and summarize information from a variety of sources.								
Goal 6.2: Acquire Speaking Skills	5.LA.6.2.1 Ask questions that seek information not already discussed. (718.01.c; 719.03.c)	5.LA.6.2.2 Deliver informative presentations about an important idea, issue, or event. (719.03.a)	5.LA.6.2.3 Organize oral presentations to maintain a clear focus.	5.LA.6.2.4 Deliver oral responses to literature that summarize important events and details. (719.02.a)	5.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest. (719.01.a; 719.01.b)						
Goal 6.3: Acquire Viewing Skills	5.LA.6.3.1 View media as a source for information, entertainment, and persuasion. (720.02.a; 720.02.b)	5.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts, appropriate to grade level.	5.LA.6.3.3 Analyze the role of media in focusing people’s attention on events and in forming their opinions on issues.	5.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	5.LA.6.3.5 Use a variety of resources to produce visuals that communicate through print and non-print materials. (720.04.a; 720.04.b)						

IDAHO CONTENT STANDARDS
GRADE 5
MATHEMATICS

Standard 1: Number and Operation

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 1.1: Understand and use numbers.	5.M.1.1.1 Read, write, compare, and order whole numbers through millions and decimal numbers through thousandths. (307.01.a)	5.M.1.1.2 Identify and apply place value in whole numbers and decimal numbers to thousandths. (307.01.b)	5.M.1.1.3 Count back change from \$10.00.	5.M.1.1.4 Compare and order commonly used fractions and their equivalents. (307.01.e)	5.M.1.1.5 Identify decimal equivalents of commonly used fractions. (307.01.c)	5.M.1.1.6 Apply the number theory concepts of primes, composites, multiples, and factors. (307.01.f)	5.M.1.1.7 Select strategies appropriate for solving a problem.	5.M.1.1.8 Use appropriate vocabulary.	
Goal 1.2: Perform computations accurately.	5.M.1.2.1 Recall basic multiplication and division facts up to 10’s. (307.02.d)	5.M.1.2.2 Add and subtract decimal numbers through thousandths. (307.02.c)	5.M.1.2.3 Multiply and divide whole numbers. (307.02.a)	5.M.1.2.4 Add and subtract fractions with like denominators without simplification. (307.02.b)	5.M.1.2.5 Evaluate numerical expressions that include parentheses. (307.02.e)	5.M.1.2.6 Select and use an appropriate method of computation from mental math, paper and pencil, calculator or a combination of the three. (307.02.f)	5.M.1.2.7 Use a variety of strategies to solve real life problems. (308.01.a)	5.M.1.2.8 Use appropriate vocabulary. (307.02.g)	
Goal 1.3: Estimate and judge reasonableness of results.	5.M.1.3.1 Estimate to predict computation results. (307.03.a)	5.M.1.3.2 Identify when an estimate is sufficient or when an exact answer is required. (307.03.b)	5.M.1.3.3 Explain why a given estimate is an overestimate or underestimate. (307.03.c)	5.M.1.3.4 Use a four-function calculator to solve complex grade-level problems.	5.M.1.3.5 Formulate conjectures and discuss why they must be or seem to be true. (308.02.c)	5.M.1.3.6 Use appropriate vocabulary. (307.03.d)			

Standard 2: Concepts and Principles of Measurement

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 2.1: Understand and use U.S. customary and metric measurements.	5.M.2.1.1 Select and use appropriate units and tools to make formal measurements of length, temperature, weight, and volume (capacity) in both systems. (309.01.a)	5.M.2.1.2 Estimate length, time, weight, temperature, and volume (capacity) in real-world problems using standard units. (309.01.b)	5.M.2.1.3 Tell time to the nearest second.	5.M.2.1.4 Solve real world problems related to elapsed time. (309.01.d)	5.M.2.1.5 Calculate the perimeter of polygons and the area of rectangles and squares. (309.01.c, 311.01.d)	5.M.2.1.6 Convert units of length within each system. (309.01.e)	5.M.2.1.7 Convert days into weeks and years and years into decades and centuries.	5.M.2.1.8 Recall length, volume (capacity), and mass equivalences involving millimeters, centimeters, meters, milliliters, liters, grams, and kilograms in the metric system.	5.M.2.1.9 Use appropriate vocabulary. (309.01.g)
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	No objectives at this grade level.								
Goal 2.3: Apply dimensional analysis.	No objectives at this grade level.								

IDAHO CONTENT STANDARDS
GRADE 5
MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.	5.M.3.1.1 Write a division problem as a proper and an improper fraction.	5.M.3.1.2 Translate simple word statements for addition and multiplication into numeric expressions. (310.01.b)	5.M.3.1.3 Write a fact family when given two factors.	5.M.3.1.4 Read and use symbols of “<,” “>,” and “=” to express relationships. (310.01.c)					
Goal 3.2: Evaluate algebraic expressions.	5.M.3.2.1 Use the following properties as they relate to addition and multiplication: commutative, associative, and distributive. (310.02.a)								
Goal 3.3: Solve algebraic equations and inequalities.	5.M.3.3.1 Solve missing factor equations. (310.03.a)								
Goal 3.4: Understand the concept of functions.	5.M.3.4.1 Identify the rule for a pattern using whole numbers and extend the pattern. (313.01.a)	5.M.3.4.2 Use appropriate vocabulary. (313.01.d)							
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	No objectives at this grade level.								
Goal 3.6: Apply functions to a variety of problems.	5.M.3.6.1 Use patterns to represent problems. (313.02.a)								

Standard 4: Concepts and Principles of Geometry

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 4.1: Apply concepts of size, shape, and spatial relationships.	5.M.4.1.1 Identify, compare and analyze attributes of polygons and polyhedra and develop vocabulary to describe the attributes. (311.01.a)	5.M.4.1.2 Classify angles without formal measures as acute, right, obtuse, and/or straight.	5.M.4.1.3 Identify and label points, lines, line segments, rays, and angles. (311.01.b)	5.M.4.1.4 Discuss and predict the results of sliding, flipping, and turning two-dimensional shapes. (311.01.e)	5.M.4.1.5 Identify shapes as congruent, similar, or symmetrical.	5.M.4.1.6 Explain the difference between perimeter and area of a polygon. (311.01.d)	5.M.4.1.7 Use appropriate vocabulary. (311.01.f)		
Goal 4.2: Apply the geometry of right triangles.	No objectives at this grade level.								
Goal 4.3: Apply graphing in two dimensions.	5.M.4.3.1 Use ordered pairs to identify and plot points in the first quadrant on a coordinate grid. (311.02.a)								

IDAHO CONTENT STANDARDS
GRADE 5
MATHEMATICS

Standard 5: Data Analysis, Probability, and Statistics

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9
Goal 5.1: Understand data analysis.	5.M.5.1.1 Read and interpret tables, charts, bar graphs, and line graphs. (312.01.a)	5.M.5.1.2 Use appropriate vocabulary. (312.01.c)							
Goal 5.2: Collect, organize, and display data.	5.M.5.2.1 Collect, organize, and display the data with appropriate notation in tables, charts, bar graphs, and line graphs. (312.02.a)								
Goal 5.3: Apply simple statistical measurements.	5.M.5.3.1 Find measures of central tendency - median and mode - with simple sets of data using whole numbers. (312.03.a)	5.M.5.3.2 Find the range of a set of data using whole numbers. (312.03.b)							
Goal 5.4: Understand basic concepts of probability.	5.M.5.4.1 Predict, perform, and record results of simple probability experiments using fraction notation. (312.04.a)	5.M.5.4.2 Use the language of probability. (312.04.b)							
Goal 5.5: Make predictions or decisions based on data.	5.M.5.5.1 Make predictions and decisions based on data. (308.01.c)								

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO CONTENT STANDARDS
GRADE 5-6
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.	5-6.PE.1.1.1 Demonstrate mature form in all locomotor patterns, non-locomotor and basic manipulative patterns.	5-6.PE.1.1.2 Demonstrate a variety of skills in complex situations of selected movement forms.	5-6.PE.1.1.3 Demonstrate beginning strategies for invasion, wall/net, fielding/striking and target games.			

Standard 2: Movement Knowledge

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 2.1: Demonstrate understanding movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	5-6.PE.2.1.1 Apply concepts, conditioning and practice principles to improve performance in specific settings and situations.	5-6.PE.2.1.2 Transfer information between skills.	5-6.PE.2.1.3 Identify and utilizes offensive and defensive strategies in different settings and situations.			

Standard 3: Physically Active Lifestyle

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	5-6.PE.3.1.1 Participate daily in physical activities in and out of class to gain more control over the decisions affecting their everyday living. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)	5-6.PE.3.1.2 Recognize physical activity as a positive opportunity for social and group interaction.	5-6.PE.3.1.3 Seek personally challenging experiences in physical activity.	5-6.PE.3.1.4 Monitor and assess time spent in physical activities.		

Standard 4: Personal Fitness

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 4.1: Achieve and maintain a health enhancing level of fitness.	5-6.PE.4.1.1 Participate in and monitor moderate to vigorous physical activity in a variety of settings.	5-6.PE.4.1.2 Modify strategies to achieve personal fitness goals.	5-6.PE.4.1.3 Work independently with minimal supervision to achieve personal fitness goals.			

Standard 5: Personal and Social Responsibility

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.	5-6.PE.5.1.1 Take personal responsibility for adhering to rules, procedures, safe practices, and appropriate use of time.	5-6.PE.5.1.2 Work cooperatively in competitive and non-competitive activities.	5-6.PE.5.1.3 Respect and recognize the uniqueness and differences of oneself and others.			

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO CONTENT STANDARDS
GRADE 5
SCIENCE

Standard 1: Nature of Science

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 1.1: Understand Systems, Order, and Organization	5.S.1.1.1 Compare and contrast different systems. (603.01.a)						
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations	5.S.1.2.1 Use observations and data as evidence on which to base scientific explanations and predictions. (603.02a)	5.S.1.2.2 Explain the difference between observation and inference. (603.02.b)	5.S.1.2.3 Use models to explain or demonstrate a concept. (603.02.c)				
Goal 1.3: Understand Constancy, Change, and Measurement	5.S.1.3.1 Analyze changes that occur in and among systems. (603.03.b)	5.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (603.03.c)					
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State	No objectives at this grade level.						
Goal 1.5: Understand Concepts of Form and Function	5.S.1.5.1 Explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)						
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills	5.S.1.6.1 Write and analyze questions that can be answered by conducting scientific experiments. (604.01.a)	5.S.1.6.2 Conduct scientific investigations using a control and a variable. (604.01.b)	5.S.1.6.3 Select and use appropriate tools and techniques to gather and display data. (604.01.c)	5.S.1.6.4 Use evidence to analyze descriptions, explanations, predictions, and models. (604.01.d)	5.S.1.6.5 State a hypothesis based on observations. (604.01.e)	5.S.1.6.6 Compare alternative explanations and predictions. (604.01.f)	5.S.1.6.7 Communicate scientific procedures and explanations. (604.01.g)
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors	No objectives at this grade level.						
Goal 1.8: Understand Technical Communication	5.S.1.8.1 Read and follow technical instructions. (613.02.a)						

Standard 2: Physical Science

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions	5.S.2.1.1 Describe the differences among elements, compounds, and mixtures. (605.01.a)	5.S.2.1.2 Compare the physical differences among solids, liquids, and gases. (605.01.c)	5.S.2.1.3 Explain the nature of physical change and how it relates to physical properties. (605.01.d)				
Goal 2.2: Understand Concepts of Motion and Forces	No objectives at this grade level.						
Goal 2.3: Understand the Total Energy in the Universe is Constant	No objectives at this grade level.						
Goal 2.4: Understand the Structure of Atoms	No objectives at this grade level.						
Goal 2.5: Understand Chemical Reactions	No objectives at this grade level.						

IDAHO CONTENT STANDARDS
GRADE 5
SCIENCE

Standard 3: Biology

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 3.1: Understand the Theory of Biological Evolution	No objectives at this grade level.						
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems	5.S.3.2.1 Communicate how plants convert energy from the sun through photosynthesis. (608.01.a)						
Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things	5.S.3.3.1 Compare and contrast the structural differences between plant and animal cells. (606.01.b)	5.S.3.3.2 Explain the concept that traits are passed from parents to offspring. (606.01.c)					

Standard 4: Earth and Space Systems

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems	5.S.4.1.1 Describe the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)						
Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System	5.S.4.2.1 Explain the rock cycle and identify the three classifications of rocks. (609.02.a)						

Standard 5: Personal and Social Perspectives; Technology

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced	5.S.5.1.1 Identify issues for environmental studies. (611.01.a)						
Goal 5.2: Understand the Relationship between Science and Technology	5.S.5.2.1 Describe how science and technology are part of a student’s life. (610.01.a)	5.S.5.2.2 List examples of science and technology. (610.01.b)					
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them	5.S.5.3.1 Identify the differences between renewable and nonrenewable resources. (611.03.a)						

IDAHO CONTENT STANDARDS
GRADE 5
SOCIAL STUDIES

Standard 1: History

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 1.1: Build an understanding of the cultural and social development of the United States.	5.SS.1.1.1 Describe that American Indians were established societies before the coming of the European settlers. (452.01d)	5.SS.1.1.2 Explain important national documents, American symbols and U.S. landmarks. (452.01a)	5.SS.1.1.3 Discuss significant individuals who have been responsible for bringing about political and social changes in the United States. (452.01b)	5.SS.1.1.4 Identify influential political and cultural groups throughout American history. (452.01c)	5.SS.1.1.5 Identify different examples of how religion has been an important influence in American history. (452.01e)	5.SS.1.1.6 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.	5.SS.1.1.7 Discuss the causes and effects of various conflicts in American history.
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. (449.01a)	5.SS.1.2.2 Explain what indentured servants were and how they participated in the early life of the United States. (449.01b)	5.SS.1.2.3 Explain the history of the slave trade in the United States. (449.01c)	5.SS.1.2.4 Analyze and discuss the motives of the major groups who participated in the western expansion by leaving the East and heading west. (449.01d)	5.SS.1.2.5 Discuss the significant American Indian groups encountered in the Western Movement. (449.01e)	5.SS.1.2.6 Discuss the significant individuals who took part in the western expansion. (449.01f)	
Goal 1.3: Identify the role of American Indians in the development of the United States.	5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.	5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.	5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.	5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: <ul style="list-style-type: none">• That both parties to treaties were sovereign powers.• That Indian tribes had some form of transferable title to the land.• That acquisition of Indian land was solely a government matter not to be left to individual colonists.			
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	5.SS.1.4.1 Describe the impact of technological advances to American society during the Industrial Revolution. (450.01b)						
Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	No objectives at this grade level.						
Goal 1.6: Explain the rise of human civilization.	No objectives at this grade level.						
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No objectives at this grade level.						
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	No objectives at this grade level.						
Goal 1.9: Identify the role of religion in the development of human civilization.	No objectives at this grade level.						

IDAHO CONTENT STANDARDS
GRADE 5
SOCIAL STUDIES

Standard 2: Geography

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.	5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01a)	5.SS.2.1.2 Identify the regions of the United States and their resources. (458.01b)	5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. (458.01c)				
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	5.SS.2.2.1 Identify ways the land has been changed by people, technology, and natural forces. (458.03a)						
Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.	No objectives at this grade level.						
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	No objectives at this grade level.						
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	No objectives at this grade level.						

Standard 3: Economics

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 3.1: Explain basic economic concepts.	5.SS.3.1.1 Identify economic reasons for exploration and colonization. (456.01a)	5.SS.3.1.2 Describe how conservation of natural resources is important. (456.01b)	5.SS.3.1.3 Describe examples of improved transportation and communication networks and how they encourage economic growth. (456.01c)	5.SS.3.1.4 Explain the concepts of tariffs and taxation.			
Goal 3.2: Identify different influences on economic systems.	5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01a)						
Goal 3.3: Analyze the different types of economic institutions.	No objectives at this grade level.						
Goal 3.4: Explain the concepts of good personal finance.	No objectives at this grade level.						

IDAHO CONTENT STANDARDS
GRADE 5
SOCIAL STUDIES

Standard 4: Civics and Government

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 4.1: Build an understanding of the foundational principles of the American political system.	5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.	5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. (453.01c)	5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government. (453.01d)	5.SS.4.1.4 Identify the basic concepts of the United States Constitution and Bill of Rights, such as protect individual rights and promote the common good describes how the government is organized and that the United States Constitution is the supreme law of the land. (453.01e)			
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. (454.01b)	5.SS.4.2.2 Identify the three branches of government and the functions and powers of each. (454.01a)					
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	5.SS.4.3.1 Name President and Vice President of the United States and the United States . congressional representatives from Idaho.	5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens. (455.01a)	5.SS.4.3.3 Describe ways in which citizens participate in public life. (455.01b)				
Goal 4.4: Build an understanding of the evolution of democracy.	5.SS.4.4.1 Explain that the United States is a democratic republic. (453.01f)	5.SS.4.4.2 State the difference between direct democracy and the constitutional (representative) democracy of today’s United States. (447.01b)	5.SS.4.4.3 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (447.01a)				
Goal 4.5: Build an understanding of comparative government.	No objectives at this grade level.						

Standard 5: Global Perspectives

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	5.SS.5.1.1 Explain that the world is divided into many different nations and that each has its own government.	5.SS.5.1.2 State that a nation consists of its territory, people, laws, and government.	5.SS.5.1.3 Explain that the United States is one nation and how it interacts with other nations in the world.	5.SS.5.1.4 Discuss why it is important that nations try to resolve problems peacefully.			

THIS PAGE INTENTIONALLY LEFT BLANK

